DOCUMENT RESUME

UD 011 480

ED 050 195

TITLE	Title I Can Change Your School.
INSTITUTION	Columbia Univ., New York, N.Y. Center for Community Education.
PUB DATE	Nov 70
NOTE	42p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Advisory Committees, Boards of Education, Community Action, *Community Involvement, Community Organizations, *Compensatory Education Programs, Educational Accountability, *Educational Change, Educational Objectives, Federal Programs, Program Development, Program Effectiveness, State Departments of Education
IDENTIFIERS	Elementary Secondary Education Act Title I, ESEA Title I, *New York

ABSTRACT

Contents of this report on Title I, E.S.E.A., include: the nature and purposes of Title I; the uses of Title I; Process for developing Title I proposals--responsible bodies: role of parents, community advisory committee, community school board, New York City Board of Education staff, State Department of Education; time-table for development of Title I proposals; establishment of educational priorities--evaluation of school, establishment of a Title I proposals committee, preparation of proposals, review of proposals by Title I community advisory committee, function of Title I coordinator, submission to community school board, start of programs; general suggestions and guidelines for developing proposals--non-duplicatory services, reinforce 8:40 to 3:00 program, intensive rather than diluted program, cost effectiveness, general effectiveness, professional-paraprofessional ratio; sample suggestions of effective programs--paraprofessional employment and training, bilingual and English-as-a-Second Language, cultural enrichment, gatteguo - "Schools of the Future"; summary; Appendix A -- School evaluation form; and, Appendix B -- Contacts for Title I Assistance. (JM)

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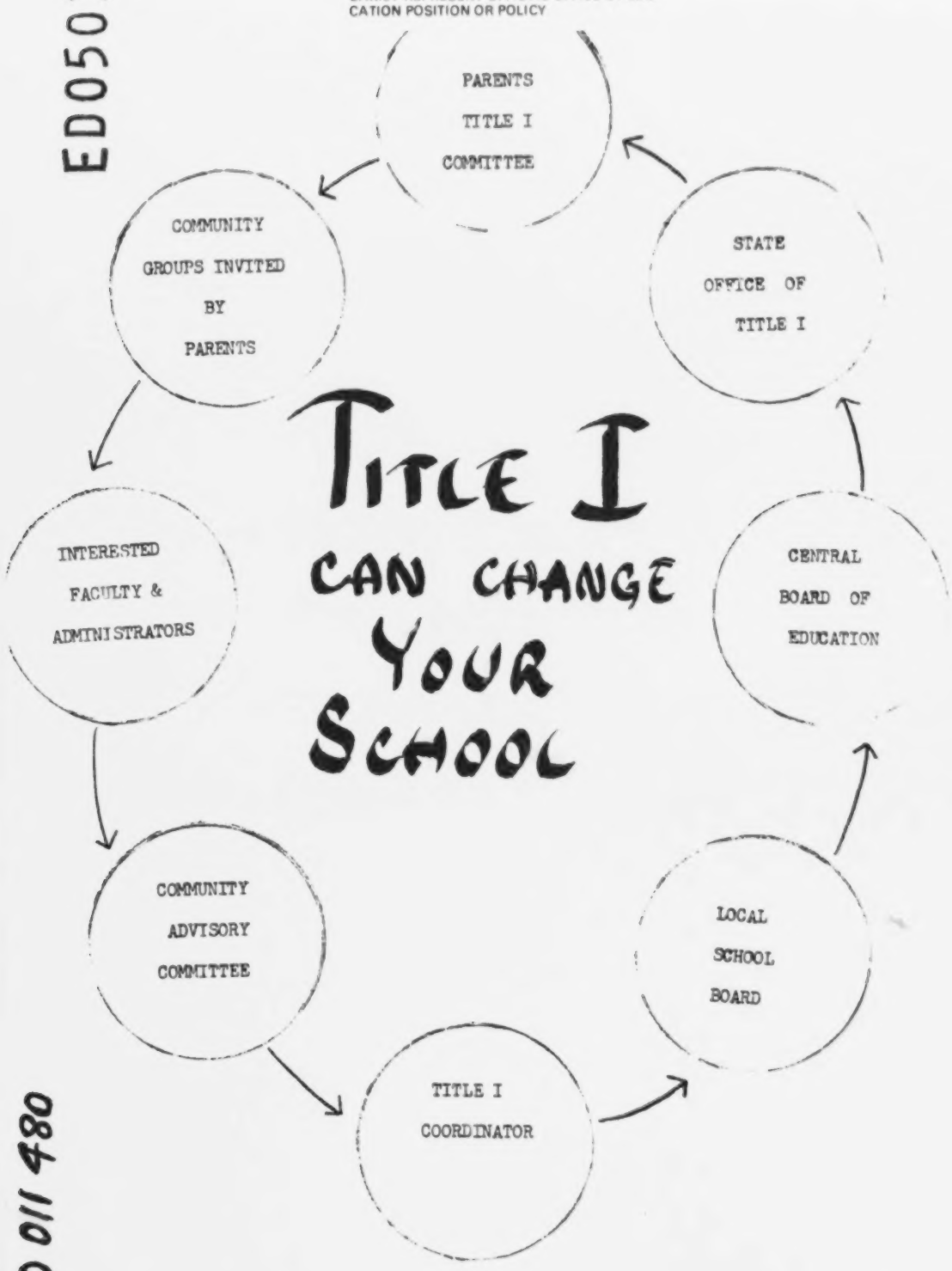

UD 011 480

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First Printing, November 1970
Second Printing, April 1971

TABLE OF CONTENTS

	Page
WHAT IS TITLE I?	1
WHAT IS TITLE I FOR?	2
HOW IS TITLE I USED?	2
PROCESS FOR DEVELOPING TITLE I PROPOSALS RESPONSIBLE BODIES	
Role of Parents	3
Community Advisory Committee	4
Community School Board	5
New York City Board of Education Staff	6
State Department of Education	6
TIME-TABLE FOR DEVELOPMENT OF TITLE I PROPOSALS	6
ESTABLISHMENT OF EDUCATIONAL PRIORITIES	
Evaluation of School	9
Establish a Title I Proposals Committee	9
Preparation of Proposals	9
Review of Proposals by Title I Community Advisory Committee	10
Function of Title I Coordinator	11
Submission to Community School Board	12
Start of Programs	13
GENERAL SUGGESTIONS AND GUIDELINES FOR DEVELOPING PROPOSALS	
Non-Duplicatory	13
Reinforce 8:40 to 3:00 Program	14
Intensive, Rather than Diluted Program	14
Cost Effectiveness	15
General Effectiveness	16
Professional-Paraprofessional Ratio	16
SAMPLE SUGGESTIONS OF EFFECTIVE PROGRAMS	
Paraprofessional Employment and Training	17
Bilingual and English-As-A-Second Language	18
Cultural Enrichment	18
Gattegno - "Schools of the Future"	19
SUMMARY	20
APPENDIX A	
APPENDIX B	

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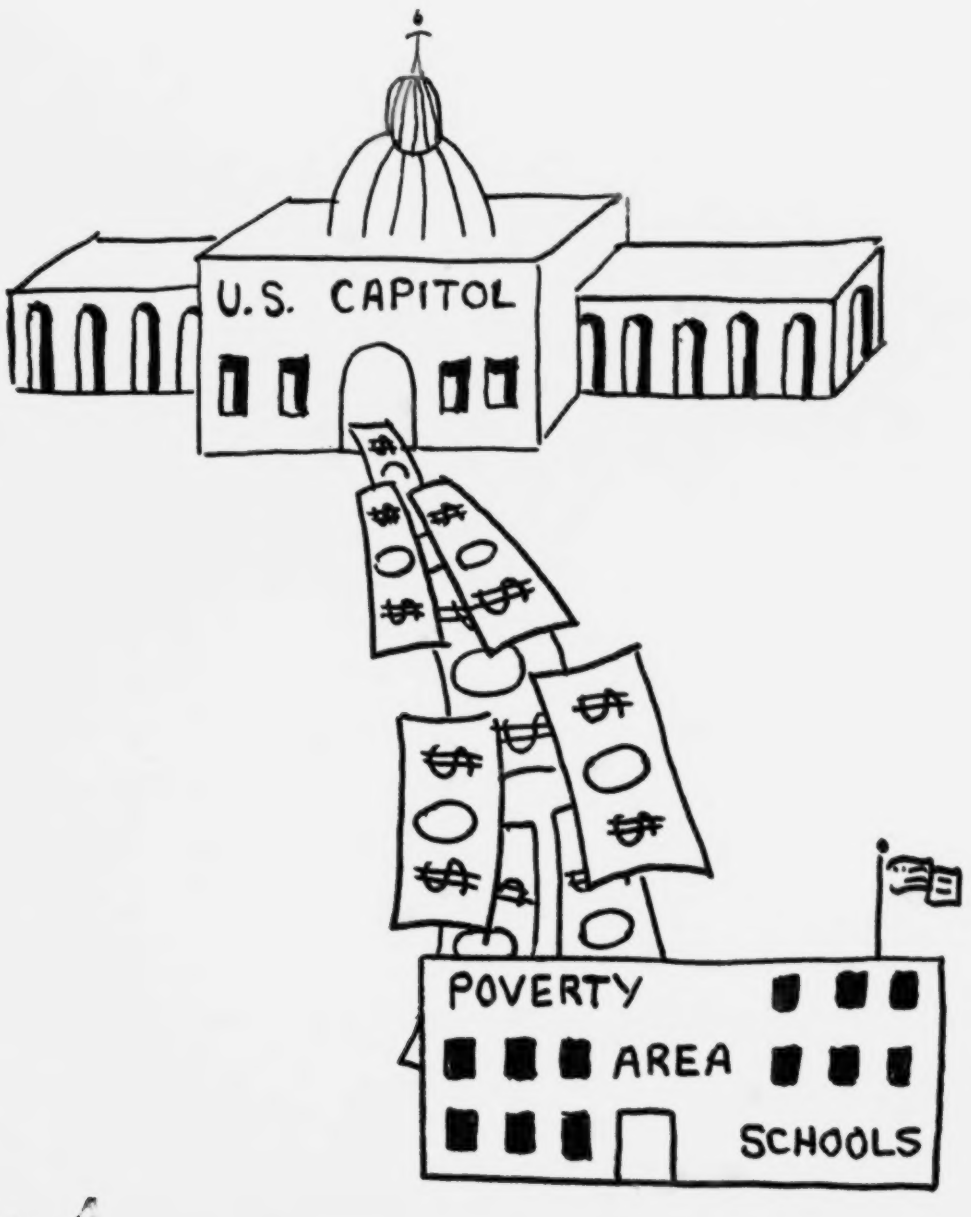
WHAT IS TITLE I?

Title I is the name for some of the extra federal funds from Washington for schools with large numbers of low-income families. This is a part of the Elementary and Secondary Education Act of 1965. (Other Titles and Acts, such as Titles III, VII, and State Urban Aid also provide funds, but Title I monies give the largest amount.)



WHAT IS TITLE I FOR?

Title I brings extra money for programs for schools with a high percentage of poor children, regardless of race, creed or color. In New York City if your school is predominantly non-white, it is probably a Title I school. If you do not know, ask the principal or call the District Office. To prove your eligibility you need a legal statement. If you don't have one, call Community Action Legal Services, 335 Broadway, New York City, 966-6600

HOW IS TITLE I USED?

Title I is intended to enrich the educational program of those children who most need academic assistance. It is not to be used to fund regular school programs (ordinarily called tax levy programs). The parents of each school must have a major voice in saying how Title I funds are to be used.

PROCESS FOR DEVELOPING TITLE I PROPOSALS

RESPONSIBLE BODIES

1. Role of Parents

Each school parent association should have a Title I committee open to all interested persons. This committee is responsible for developing Title I proposals for the approval of the whole parent association.

AT LAST, WE PARENTS CAN DEVELOP SOME NEW PROGRAMS FOR OUR SCHOOL

1. Role of Parents (Continued)

Parents must be a part of the group that writes the proposals. The president of the parent association must approve of any proposal before it goes to the Community Advisory Committee.

To find out how involved the parents in your school are in developing Title I proposals, ask your parent association president and/or your principal. If parents are not active, start your own Title I committee.

2. Community Advisory Committee

The Title I Community Advisory Committee is composed of parent representatives from each school in the area, representatives of community action agencies and other community organizations, representatives of Head Start advisory committees, and some school staff. In many neighborhoods, the Community Corporation Education Committee serves as the Title I Advisory Committee (e.g. Haryou-Act, East Harlem). Ideally, the Community Advisory Committee should be composed only of parents and community-oriented people selected by the parents.

The Local Advisory Committee reviews proposals from each school; makes sure that parents are involved in developing proposals; mediates disputes; and, when it has approved all proposals, presents the Title I package to the Community School Board.

3. Community School Board

The Community School Boards will be responsible for final approval of Title I proposals. They should be available to provide technical assistance, information, etc., to local parent groups. They must also hold a public hearing on the Title I proposals generated in community. They must then decide which should be funded and announce it. They must vote on their decision at a public meeting.

As is true in some districts in New York City, it is a good idea if some Community School Board members are on the Community Advisory Committee. This permits them to be on the inside of the planning and be aware of what parents really want.

4. New York City Board of Education Staff

   Upon referral from the Community School Boards, the Central Title I staff will do a technical review of all Title I proposals to insure they meet government guidelines.

5. State Department of Education

   The State Department of Education in Albany receives Title I monies from Washington. When they receive the proposals from New York City and approve them, the State then releases Title I monies to New York City. ONLY THEN CAN THE TITLE I PROGRAMS BEGIN!

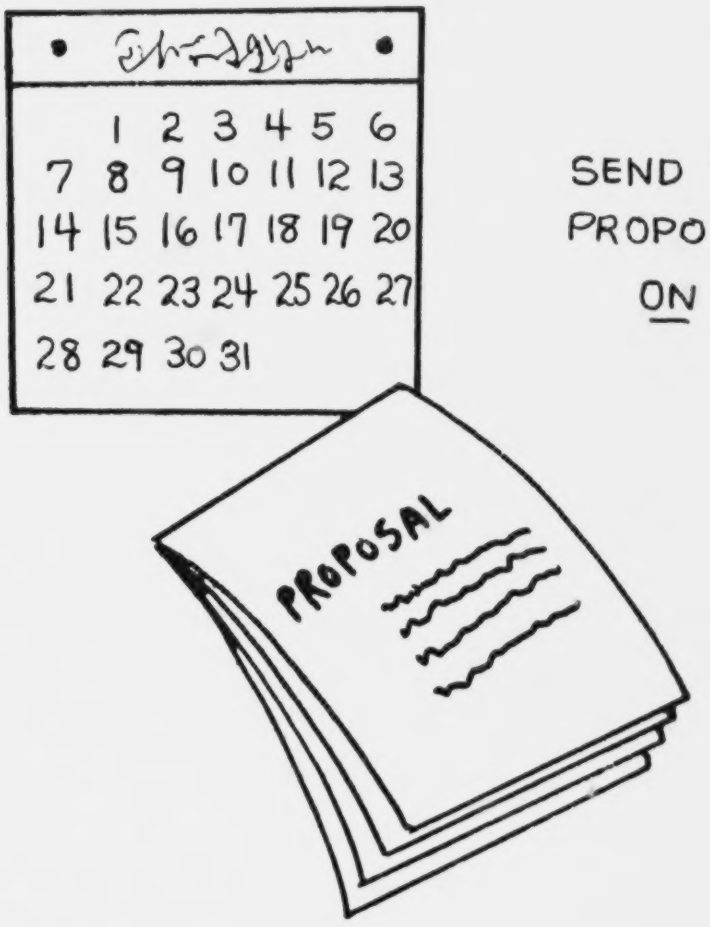
Of all the groups mentioned above, the most important by far are the parent groups. They and their children are the ones Title I monies are inteded to serve, and they should have the primary input into the decision-making. This is not always the case, but parents should strive to make it so by becoming knowledgeable and involved in Title I.

TIME-TABLE FOR DEVELOPMENT OF TITLE I PROPOSALS

1. The dates for final submission of Title I proposals for summer and year round programs vary from year to year depending on when the Board of Education is informed by Albany of how much money will be received.

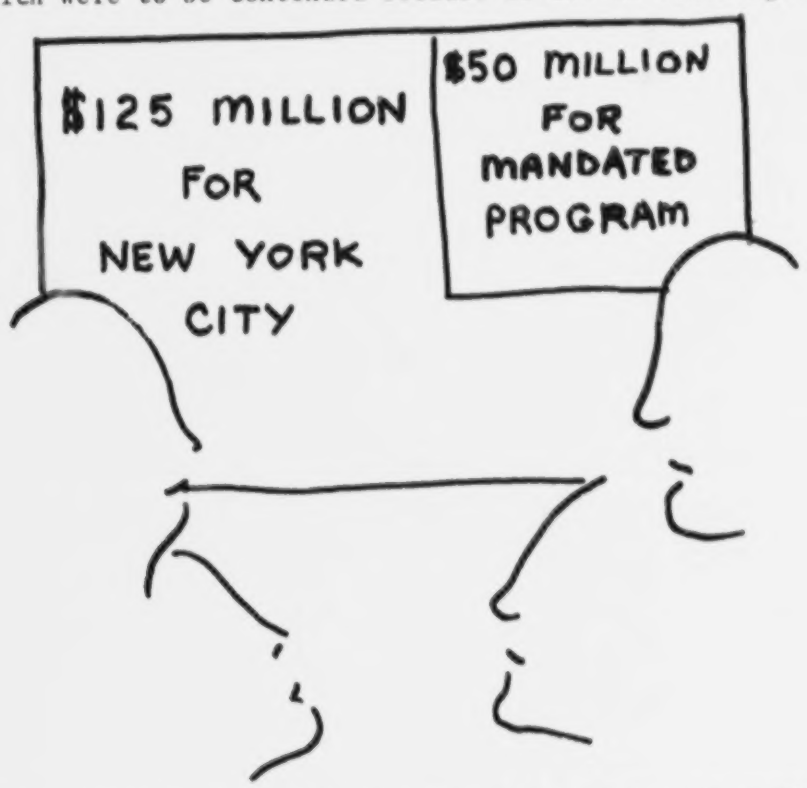
2. Summer programs and "year-around", that is September to June, programs are developed separately. Each has separate budgets and separate deadlines. Generally speaking, summer programs must be in the hands of the Board of Education by May 1st to May 30th, to begin on July 1st.

3. The key to getting programs started on time is sending proposals in on time and making sure they are processed rapidly by the central program review staff.



(In past years, Title I programs have started as late as December or January. To prevent this, get your proposals in early and follow up to make sure they are processed and sent to Albany. Funds will not be released until Albany approves the proposal!)

4. Under the new "decentralized" school system, many more Title I funds are promised to local districts for program development. In 1969, only $17 million of $96 million Title I monies went to local districts. The rest was "centralized" -- programed by the Central Board of Education staff. Beginning in July 1, 1970, $89 million out of $125 million was "decentralized" -- given to local districts for programing. However, much of this was "mandated" money that is given to local districts for programs which were to be continued because of UFT or other agreements.



These include More Effective Schools program, Strengthening Early Childhood program and the Gordon Plan. Some districts ended up with more dollars but less control.

ESTABLISHMENT OF EDUCATIONAL PRIORITIES

1. Evaluation of School

   Local Title I committees have the responsibility of developing proposals which best meet the unmet needs of disadvantaged pupils. The development of Title I proposals is a wonderful opportunity for parents to conduct an in-depth evaluation of the whole school program, from lunch room to student achievement. See Appendix A for a model for evaluating your school. Set up an Evaluation Committee at your September Parents' Association meeting. This gives two months to conduct the evaluation.

2. Establish a Title I Propsoals Committee

   At the November Parents' Association meeting, appoint a Title I Proposals Committee.

3. Preparation of Proposals

   a. This committee should use the school evaluation report to identify areas that need attention and that can be strengthened through Title I proposals.

   b. Review previous proposals. Check evaluations of Title I programs: What has worked? What hasn't? Get samples of proposals and evaluations from other districts (available at Mr. Gene Satin's Office, 110 Livingston Street, Brooklyn, N.Y. 11201, 596-5595). However, be aware that Title I evaluations are done by professional companies and not by the community. Often they are not critical enough.

   c. Consult professional staff of your school, community organizations and parents of other schools. Create a subgroup of community oriented professionals. However, do not allow any

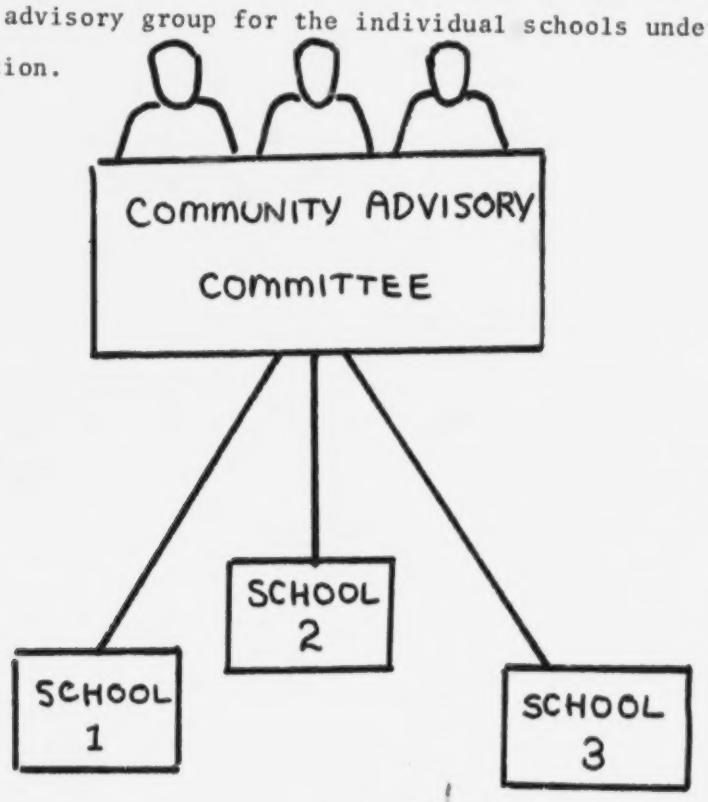
group or person to dictate proposals.

d. Write up several ideas for proposals, placed in order of importance to you. They should help to meet the needs discovered in your evaluation. Your Community Advisory Committee will then show you how to turn the ideas into good proposals. You might also want to consult some of the people mentioned in appendix B for technical assistance, help with budget, etc.

e. With the assistance of your Community Advisory Committee, you must have your proposals ready to submit to the parents of your school by the February Parents' Association meeting. This gives three months for proposal development. You will need this much time.

4. Review of Proposals by Title I Community Advisory Committee (CAC)

a. The Community Advisory Committee should serve as a resource and advisory group for the individual schools under its jurisdiction.



The Community Advisory Committee should:

1) Conduct workshops on Title I in the fall of each year to help parents' groups get started on proposal development.
2) Provide technical assistance to parents developing proposals.
3) Have resources available for consultation, e.g., catalogues of proposals, evaluations, etc.

b. The Community Advisory Committee should review all proposals submitted, keeping in mind past effectiveness, present needs of schools, and other needs. The Community Advisory Committee should develop careful guidelines for evaluating proposals submitted to it for review.

c. If the Community Advisory Committee would consolidate similar proposals in different schools, perhaps more effective use of limited resources and closer ties between neighborhood schools would be realized. For example, supervisory personnel, equipment, and even the program could be shared by more than one school.

d. The Community Advisory Committee proposals that need further work should be returned to local parents' committees and revised with the assistance of Committee members.

5. Function of Title I Coordinator

Each school district has a Title I Coordinator. This person is an employee of the community (that is, of you, the parents) and it is therefore very important for you to know in what way he can serve you. The Title I Coordinator should meet frequently with the Community Advisory Committee to assist in writing proposals, give assistance with respect to the technicalities of the Title I

Guidelines, and generally help to coordinate and pull together the program package before it is presented to the Community School Board.

6. Submission to Community School Board

   a. The Community Advisory Committee should complete all evaluations and revisions of proposals, and submit them to the community School Board by the end of April. This provides a two month period for Community Advisory Committee review and revision.

   b. The Community School Board should review the proposals for final approval. It will be the responsibility of the district Title I Coordinator and staff to work out final budgets and program priorities with the Community Advisory Committee and local parent committees based on the amount of money allocated to the school district.

   c. Once the amount of money for the district is set, the District Office Title I staff should design budgets based on the order of program needs submitted by the Community Advisory Committee.

   d. A joint meeting of the Community Advisory Committee and the Community School Board should review staff recommendations and give final approval.

   e. Proposals should be submitted to the central staff of the Board of Education by the end of April for summer programs; the end of June for year-round programs.

f. Once programs are submitted to the central Board of Education the Community School Board and staff make certain that Central Headquarters moves to approve proposals and submit them to Albany.

g. Once in Albany, the Community School Board and staff should keep in constant touch with appropriate State Department of Education staff until proposals are approved and funds released. PROGRAMS CANNOT BEGIN UNTIL STATE APPROVAL IS GIVEN AND FUNDS RELEASED.

7. Start of Programs

Goals are July 1st for summer programs; September 15th for year-round programs. In order for programs to begin on time, a great deal of work is required. The work of Title I Committee is a year-round job!

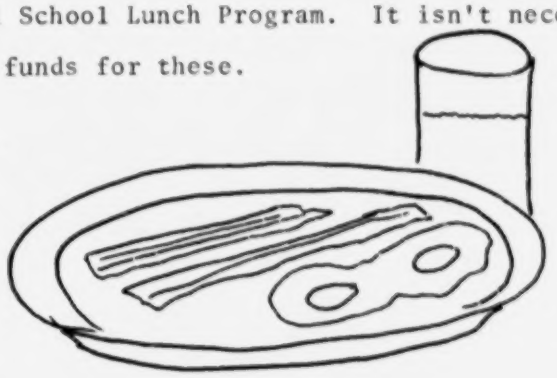
GENERAL SUGGESTIONS AND GUIDELINES FOR DEVELOPING PROPOSALS

1. Non-Duplicatory

Title I programs should not duplicate regular school programs, but should provide extra or special help. Regular school programs are paid for by city tax funds or other sources of money. For example:

a. If one district has a reading program paid for by regular funds, another district may not use Title I funds to pay for that same kind of reading program. It is not an extra program if a non-Title I school has it.

b. School breakfasts can be made available through funds from National School Lunch Program. It isn't necessary to use Title I funds for these.



IT IS NOT NECESSARY
TO USE TITLE I FUNDS
FOR SCHOOL BREAKFASTS

2. Reinforce 8:40 to 3:00 Program

Title I monies should enrich regular school programs and not require children to meet after school for extra attention. As a rule, after school programs have had limited student participation, and limited impact on student achievement. Children can learn in a regular school day if an effective program is offered.

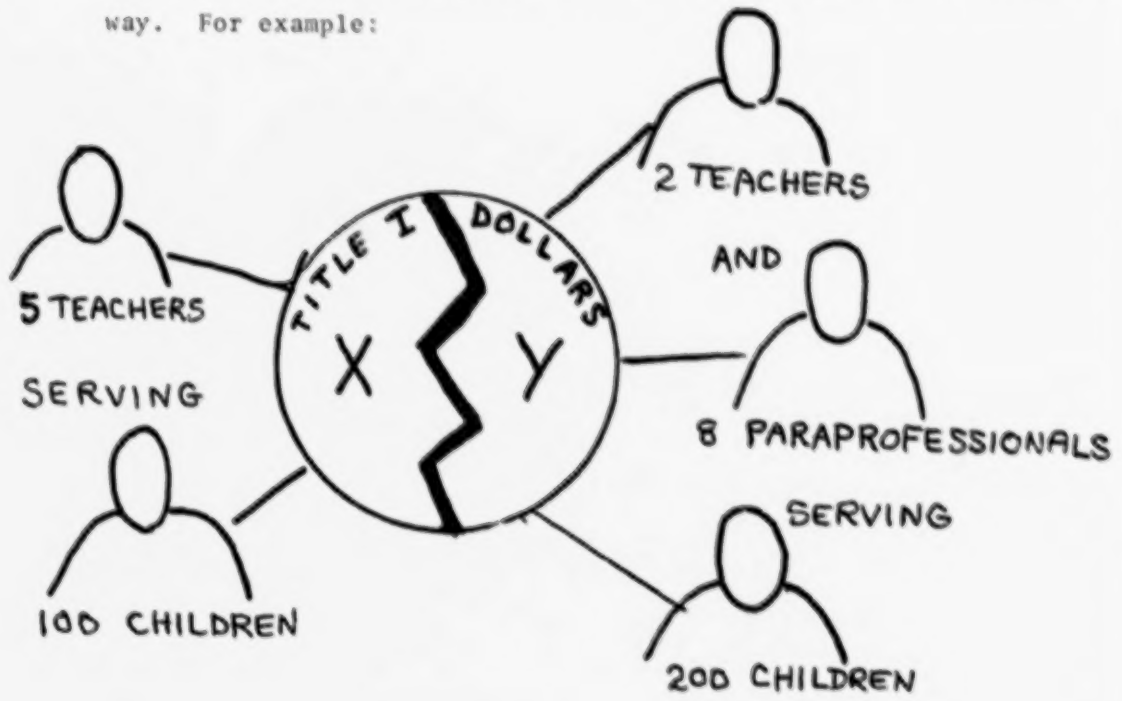
3. Intensive, Rather than Diluted Program

Title I programs should be narrowly focused on students of greatest need. For example:

> A bilingual program should work first with non-English speaking children, before expanding to those children fluent in English, or English-speaking children who wish to learn Spanish.

4. Cost Effectiveness

Consideration should be given to the greatest number of children who can be served by a given amount of money in the most effective way. For example:



PROGRAMS X $ Y MAY
COST ABOUT THE SAME
USE TITLE I MONEY
WISELY

A program that has 5 special teachers may reach 100 children. A similar program with 2 teachers and 8 paraprofessionals, reaching 200 children, may be equally effective and cost 1/2 as much. Once the "need" (poor reading, non-English speaking, cultural enrichment, etc.) has been identified, many different approaches should be explored to meet the need most "effectively", that is, give the best results for the least amount of money.

5. General Effectiveness

Evaluate past programs. Examine results of programs operated in other schools. Don't repeat programs that have failed repeatedly. After all, its your children and your money.

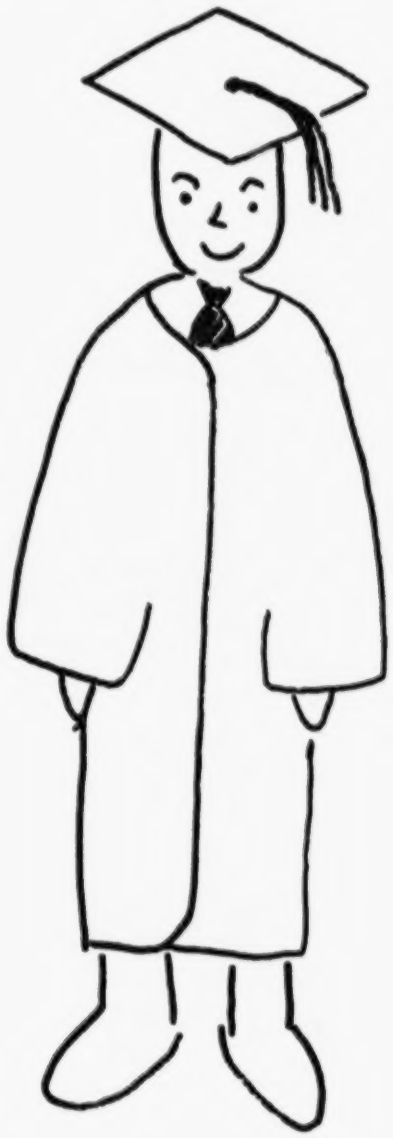
6. Professional-Paraprofessional Ratio

Make sure that an adequate amount of the staff budget for Title I proposals goes to community staff. In the past, an extraordinary percentage of the money has gone to pay professionals, sometimes up to 80 or 90 per cent. Provide money for in-service training of all paraprofessional staff in all proposals.

SAMPLE SUGGESTIONS OF EFFECTIVE PROGRAMS

1. Paraprofessional Employment and Training

There are a variety of training programs for paraprofessionals operated as "career ladders" by the New York City Board of Education and universities in the New York metropolitan area. These programs provide college credit and professional skills which enable community people in the public school system to advance in terms of salary and career opportunities. However, be sure that your paraprofessionals have released time to go to school. Otherwise, they become overloaded and cannot do either job well.



USE TRAINING PROGRAMS FOR PARAPROFESSIONALS

Title I programs can assist to a large degree in adding community staff to schools to work in a variety of ways to help children and teachers. Such staff has been invaluable in beginning to orient schools to meet the needs of Black and Puerto Rican children. Title I programs should provide in-service training with pay and with credit for ALL PARAPROFESSIONAL STAFF.

2. Bilingual and English-As-A-Second-Language Programs

"English-as-a-second language" is an essential program for non-English-speaking children. Thousands of non-English-speaking children are failing to receive an education because they do not speak English. Title I monies can be used to supply bilingual staff to implement intensive programs in English as a second language. ESL classes provide special English instruction for children with another first language.

However, many parents are now asking for bilingual programs, where bilingual teachers teach all day, a certain part of the time in English and the rest of the time in the first language. This way the child learns English, but he also does not lose the language of his home. Bilingual programs can be funded under Title VII.

3. Cultural Enrichment

The continual infusion of minority group history and culture into the curriculum is imperative to the effectiveness of public education in New York City. Title I funds can be used to develop teacher training; special classes for children; development of

special clubs, programs, etc., that can enrich the curriculum and strengthen students' self-understanding and self-image. However, parents should work to get these programs included in the regular tax levy curriculum as all children should receive cultural enrichment. Title I funds can be used for planning these programs.

4. Gattegno - "Schools of the Future"

   A particularly effective reading and math program has been introduced in the I.S. 201 Complex and in some other schools. It has dramatically raised reading achievement levels for all the children in Community School 133. For staff it requires two full-time teacher trainers and a part-time consultant. Other major costs are payment for training sessions for teachers, paraprofessionals, and parents, and materials. This program has demonstrated dramatic impact on student achievement with minimal out-lay of funds per student served. These "extra" resources could be acquired under Title I.

5. Others

   There are many other very good Title I programs throughout the City. Your Community Advisory Committee could present a workshop to introduce you to some of these, and you might follow with a visit to the program that interests you to see if you would want to adopt it for your school.

SUMMARY

Title I provides extra monies to help poor children receive a better education. Parents have a right to help decide what programs are going to be used in their children's schools. Parents should get together with their Parents' Associations as soon as school opens in the fall to start planning for next year's Title I programs. Parents' committees should hire all staff working in Title I programs in their schools. Parents should be involved in evaluation processes. Parents should be certain evaluations are well done and not superficial.

If you need further information or assistance, call one of the numbers in your area which is listed in Appendix B.

APPENDIX A

SCHOOL EVALUATION FORM

This questionnaire provides some basic information about the operation of a school. It provides a foundation for evaluating the areas of relative strength and weakness in a school's operation. It gives parents and community a guide for use in comparing their school with other schools in the neighborhood and the city.

Most of this material was previously prepared by United Bronx Parents, 791 Prospect Avenue, Bronx, Evelina Antonetti, Executive Director. It is re-arranged and reproduced with their permission and with our thanks.

TABLE OF CONTENTS

	PAGE
BASIC INFORMATION	1
STAFF	
Teaching Staff	1
Principal	3
Assistant Principals	3
Paraprofessional Staff	3
Custodial Staff	4
Lunchroom Staff	4
Other Staff	4
READING ACHIEVEMENT	5
MATHEMATICS ACHIEVEMENT	5
LIBRARY	6
ETHNIC COMPOSITION	7
SPECIAL PROGRAMS	7
BUILDING DATA	8
MAINTENANCE	9
BUDGET	9
MATERIALS AND SUPPLIES	10
LUNCHROOM AND FOOD	10
SCHOOL-COMMUNITY RELATIONS	11
EVALUATION CHECK LIST FOR GRADE VISITIS	
Quality of Work Done By Teacher	13
Quality of Work Done By Children	13
Room Appearance	14

BASIC INFORMATION

SCHOOL_____ ADDRESS_____PHONE _____

SCHOOL DISTRICT #____ DISTRICT SUPERINTENDENT_____

ADDRESS_____PHONE _____

ADMINISTRATIVE STAFF IN SCHOOL

TITLE	NAME	HOME PHONE	IN CHARGE OF	HOW LONG HERE	ETHNIC GROUP
PRINCIPAL					
ASST. PRINC.					
ASST. PRINC.					
ASST. PRINC.					
GUIDANCE COUNSELOR					
S.A.T.					
U.F.T. CHAIRMAN					
OTHER SUPERVISORS					

STAFF

TEACHING STAFF

1. a. How many teachers on staff (Total) _____

   b. Student enrollment _____

   c. Average Daily Attendance _____

   d. Teacher-Pupil ratio (divide number of pupils by number of teachers) _____

2. Average class size _____

   a. How many classes above average size _____

   b. Number of classes below average size _____

   c. Number of uncovered classes _____

3. Total number of classroom teachers _____

4. Number of classroom teachers with tenure _____

5. Experience of classroom teachers:

   a. Less than 3 years _____

   b. 3 to 5 years _____

   c. 5 to 8 years _____

   d. 8 to 10 years _____

   e. More than 10 years _____

6. Number of classroom teachers new this year _____

7. Number of non-classroom teachers _____

8. Experience of non-classroom teachers:

   a. Less than 3 years _____

   b. 3 to 5 years _____

   c. 5 to 8 years _____

   d. 8 to 10 years _____

   e. More than 10 years _____

9. Teacher performance:

   a. How frequently is a teacher's performance evaluated _____

   b. Who evaluates the teacher's performance _____

   c. What is the evaluation form used _____

   d. What is done if teacher is given an unsatisfactory rating

   _____

   _____

10. Teacher absenteeism:

   a. What is absentee rate of teachers _____

   b. Is there difficulty getting substitutes _____

   c. What is done with uncovered classes _____

   _____

PRINCIPAL

1. Number of years experience as principal _____

2. Number of years experience as assistant principal _____

   Where _____

   Other administrative experience _____

   How long _____

3. Number of years teaching _____ What license _____

   What schools _____

ASSISTANT PRINCIPALS

1. Number _____

2. What are their assignments _____

   _____

3. Number of years experience as assistant principals _____

   Where _____

   Other administrative experience _____

   How long _____

4. Number of years teaching _____

   What license _____

5. What school did each assistant principal come from _____

   _____

PARAPROFESSIONAL STAFF

POSITION	NUMBER EMPLOYED	SALARY	ETHNIC COMPOSITION N	PR	C

1. How are the paraprofessional staff hired _____

_____

2. How many participate in career ladder programs _____

3. What functions are they supposed to perform _____

_____

_____

4. What jobs do they actually perform _____

_____

_____

CUSTODIAL STAFF

1. Number of custodial staff _____

2. How long has custodial engineer been in school _____

LUNCHROOM STAFF

1. Total number of staff _____

2. How long has supervisor been in school _____

OTHER STAFF

POSITION	HOW LONG IN SCHOOL	NUMBER	ETHNIC COMPOSITION N	PR	O

READING ACHIEVEMENT

GRADE	% BELOW LEVEL OCT.'67	MAY'68	% ON LEVEL OCT. '68	MAY '69	% ABOVE LEVEL OCT. '69	MAY '70	# GETTING READING HELP
9							
8							
7							
6							
5							
4							
3							
2							

1. How many children were left back last term _____

2. How many children went into IGC classes last term _____

3. How many children went into SP classes _____

MATHEMATICS ACHIEVEMENT

GRADE	% BELOW LEVEL OCT.'67	MAY'68	% ON LEVEL OCT. '68	MAY '69	% ABOVE LEVEL OCT. '69	MAY '70	# GETTING READING HELP
9							
8							
7							
6							
5							
4							
3							
2							

LIBRARY

1. How many books in school's library _____
2. Are children permitted to take books home _____
3. How many books in class libraries _____
4. How many classes have no books _____ How many have a library _____
5. Do children subscribe to any publications _____

   How many classes subscribe _____

   How many classes do not subscribe _____

ETHNIC COMPOSITION

STAFF	BLACK NO.	BLACK %	PUERTO RICAN NO.	PUERTO RICAN %	OTHER (INDICATE) NO.	OTHER (INDICATE) %
Teachers						
Principal						
Asst. Princ.						
Custodians						
Lunchroom						
Para-professional						
Other						

SPECIAL PROGRAMS

PROGRAM	TOTAL NO. CHIL-DREN	TOTAL NO. PER CLASS	PROGRAM DESCRIPTION	HOW FUNDED (tax levy, Title I, or State Aid)
Pre-School				
Jr. Guidance				
College Prep				
IGC				
CRMD				
Spec.Reading				
Team Teaching				
N.E. Program				
Others				

SPECIAL PROGRAMS (continued)

1. Are there any evaluations of any of these programs _____

   . If so, what are the findings _____

   Have findings been incorporated into programs _____

2. How many grades behind before children are eligible for remedial program _____

3. How often are children in special programs tested _____

4. Are there extra periods of reading during the school day for students deficient in reading _____ How often does a child receive such extra assistance _____

NOTE: IF THERE IS MORE THAN ONE KIND OF PROGRAM IN ANY CATEGORY (for example, extra reading assistance) FIND OUT THE DIFFERENCES IN COST PER CHILD SERVED AND THE RESULTS OF EACH PROGRAM IN TERMS OF HELPING THE CHILDREN SERVED.

BUILDING DATA

1. Date school built _____ Modernized _____ Annex_____

2. Capacity _____ Enrollment _____ No Students Over or Under _____

3. Grades in school _____

4. Number of classes on each grade _____

   _____

5. Number of students on Pre-K waiting list _____

   Number of students on Kindergarten waiting list _____

6. Number of students on double session _____

7. Is replacement or modernization scheduled _____ When _____

8. Are there repairs taking place _____ What kind_____

   _____

9. Is physical renovation needed _____ What kind_____

   _____

10. Is the school open for after school and evening programs _____

10. (Continued)

What kind_____

How often_____

MAINTENANCE

1. What is the condition of the street, sidewalk and playground outside the school_____
2. Are there any broken windows _____ How many _____
3. Is the custodian's name, home address, and phone number clearly posted outside the school as required by law (in case of emergency) _____
4. Are the corridors, stairways, classrooms neat and clean _____
5. Is the lunchroom clean and mopped _____
6. Are the lavoratories sanitary _____ Do they have soap in the dispensers _____ Hand towels _____ Toilet paper _____
7. Are the walls relatively clean and free of markings_____
8. Is repainting in order _____
9. Are bulletin boards well kept _____Are they up to date_____
   What appears on them_____
   Are they more attractive near the main office than in far corners of the building_____What is featured on the bulletin boards_____
   _____

BUDGET

SOURCE OF FUNDS	TOTAL FUNDS RECEIVED	AVERAGE PER STUDENT
Tax Levy		
Title I		
Other		
Total		

MATERIALS AND SUPPLIES

1. List all the special equipment in the school (e.g. reading machines)

_____

_____

2. What does the school supply to students (text books, paper, etc.)

_____

_____

3. What must the student supply himself _____

4. Are there enough text books to go around _____

   Are they up to date _____(copyrighted within 3 years of date)

   Are they in good condition _____

5. What additional equipment and supplies does the principal say he needs

_____

   What do teachers say they need_____

_____

LUNCHROOM AND FOOD

1. What kind of lunch is served (hot, soup & sandwich, pre-frozen

_____

2. Is it prepared in school or trucked in _____

3. Do the children like the food_____ Is much wasted _____

4. Are straws and napkins provided _____

5. Is food familiar to children's home and community _____

6. Give a sample of one week's menus _____

_____

_____

_____

_____

7. What are the prices _____

8. Is the lunchroom overcrowded_____ Double session _____
9. Is there a breakfast program _____ How many served _____
   How funded _____
10. Describe the atmosphere _____
    _____
11. How much time do the children have to eat _____Is this enough_____
12. What is the condition of food when served (hot things hot, etc.)
    _____
13. What type of kitchen is present (full ovens, frozen food prep., etc.)
    _____
14. What do the children say about the lunchroom, the food_____
    _____
    _____
    _____

SCHOOL - COMMUNITY RELATIONS

1. How are the activities, problems, and policies of the school communicated to the community _____
   _____
2. How are visitors to the school received_____
3. Are school staff involved in community activities, committees, meetings _____ How_____
   _____
4. Is there an active Parents Association_____ PTA _____
   What is average attendance of parents_____School staff (including paraprofessionals)_____How often does it meet_____
   Are officers also school employees_____
   What types of programs does it present_____
   _____

SCHOOL-COMMUNITY RELATIONS (Continued)

5. Are visitors welcomed in school_____ Classrooms_____

6. Are parents allowed to visit classrooms_____ Any time _____

   Only during open school week _____ Never_____

7. Is there a parents' room _____

8. Do school assemblies reflect community interests, lifestyles,etc.____

   What are examples of recent assemblies_____

   _____

9. Do parents often seek assistance with school problems outside of the regular school staff _____

10. Do you know of any examples of children or parents receiving unfair or arbitrary treatment_____ Explain_____

    _____

    _____

EVALUATION CHECK LIST FOR GRADE VISITS

QUALITY OF WORK DONE BY TEACHER

1. Atmosphere of room is friendly and warm, rather than repressed or cowed.
2. Although she is warm to visitors, teacher keeps attention on class and gives first priority when child comes to her to ask for something.
3. She has control over her class and is comfortable and relaxed with them.
4. She is a good listener.
5. She talks clearly, addressing each child by name.
6. She knows exactly how each child is performing; has plans to meet special needs of each child. She gives each child a sense of accomplishment, rather than making comparative judgements.
7. She uses a variety of techniques that work (visual aides, games, charts, weekly readers, etc.) Materials are used for teaching and not merely display.
8. She does not isolate children who are new in class or do not speak English well; she has appropriate work for them.
9. She does not rely on coloring books and other forms of busy work.
10. She does not send children out of the class to stand in the hall.
11. She does not use the monitor system to "get rid of" the "disruptive child."
12. When you ask her what she needs most, she tell you (materials, supervision, equipment, etc.) and not in terms of what is wrong with the children or their community.

QUALITY OF WORK DONE BY CHILDREN

1. Work displayed on boards is accurately marked with proper corrections. No incorrect work is displayed unmarked.
2. Individual work by children shows variety, not uniformity.
3. Children's work folders are available to visitors; show that teacher has read and commented; contain old and recent work; show progress from beginning of year.
4. Child has shown progress in handwriting, scope of material learned.
5. Atmosphere: Students appear relaxed, free, involved, secure. Students are encouraged to participate as individuals, rather than in competition.

ROOM APPEARANCE

1. Students are sitting comfortably, busy working, involved in activities.
2. Room is in relative order, with things not being used put away.
3. Students' work is clearly identified (on display).
4. Students' work is recent, well done (on display).
5. Students' work touches many subject areas.
6. Science table is timely, interesting, functional.
7. Play corner and art materials are attractive, inviting. Dolls and puppets are multi-racial.
8. Pictures on walls include city themes, current news, scenes and people reflecting students' cultures and ethnic groups.
9. Various charts on walls list students by names and assignments or activities. (Job assignments, library book read, good attendance, etc.)
10. There is a well stocked classroom library, with a variety of levels, interesting pictures, etc.
11. Floors are clean; lighting adequate; furniture arrangement is functional and informal; free, rather than confinding and rigid.
12. Fire drill instructions (required by law) clearly posted.
13. Instructions to substitute teacher (required) posted.

APPENDIX B

CONTACTS FOR TITLE I ASSISTANCE

A. TITLE I COORDINATORS

DISTRICT 1

Mr. Lloyd Backus
80 Montgomery Street
New York, N.Y. 10002
964-8396

DISTRICT 2

Mr. Robert Mendillo
210 East 33 Street
New York, N.Y. 10002
532-8287

DISTRICT 3

Mr. Joe Elias
300 West 96 Street
New York, N.Y. 10025
UN 4-6767

DISTRICT 4

Mrs. Alberta Jackson
346 East 117 Street
New York, N.Y.
831-2483

DISTRICT 5

Mrs. Anne Mersereau
433 West 123 Street
New York, N.Y. 10027
662-3600

DISTRICT 6

Miss Marjorie Henderson
665 West 182 Street
New York, N.Y. 10032
SW 5-5400

B. COMMUNITY ADVISORY COMM. CHAIRMEN

DISTRICT 1

Mr. Stanley Rod
80 Montgomery Street
New York, N.Y. 10002
964-8396

DISTRICT 2

Not Yet Appointed

DISTRICT 3

Mrs. Tessa Harvey
300 West 96 Street
New York, N.Y. 10025
749-5215

DISTRICT 4

Mr. Ivan Hodges
346 East 117 Street
New York, N.Y.
722-6400 (Leave Message)

DISTRICT 5

Not Yet Appointed

DISTRICT 6

Mr. Van Turner
665 West 182 Street
New York, N.Y. 10032
795-8371

C. COMMUNITY AGENCIES

DISTRICT 1

Two Bridges Parent Development Program
30 Market Street
New York, N.Y. 10002
Carmen Batus, Director 227-5480

Lower East Side Community Corporation
66 Delancey Street
New York, N.Y. 10002
Faith Wright, Education Consultant 674-9050

DISTRICT 2

Parent's Resource Center
1668 Third Avenue
New York, N.Y. 10028
Mildred Pallay, Coordinator 722-1417

DISTRICT 3

As of the publishing date of this booklet, no community organization,other than the Center for Community Education, in District 3 had been found to give technical assistance to parents about Title I.

Center for Community Education
3078 Broadway
New York, N.Y. 10027 870-4331

DISTRICT 4

Parents for Education Action
2050 Second Avenue
New York, N.Y.
Sarah Frierson, Director 427-5344

East Harlem Coalition for Community Control
1760 Lexington Avenue
New York, N.Y.
Thomas Cumba, Director 831-8693

Metro-North Sub-Community MEND
2028 Second Avenue
New York, N.Y. 10029
Robert Lowe 348-5496

DISTRICT 5

Youth Helping Youth
501-05 West 125 Street
New York, N.Y. 10027
Annie Brown, Director 222-8700

DISTRICT 6

Upper West Side Community Action Program
600 West 153 Street
New York, N.Y.
Rev. Henry Rucker, Director 368-9796

D. GENERAL

New York City Board of Education

Mr. Gene Satin, Director
State and Federally Funded Programs
110 Livingston Street
Brooklyn, N.Y. 11201
Room 1028 596-6695

Mr. Milton Schleyen, Proposal Review
State and Federally Funded Programs
141 Livingston Street
Brooklyn, N.Y. 11201
15th Floor 855-4664

Mr. Isaiah Robinson, Member
Board of Education
110 Livingston Street
Brooklyn, N.Y. 11201
596-8181, 8182, 8183